



Learning That Lasts

How Service-Learning Can Become an Integral Part of Schools, States and Communities

For more information, contact:

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Education Commission
of the States

www.ecs.org/clc

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Your Hosts Today

- Presenter
 - Dr. Terry Pickeral
- Peg Solberg – DPI
- Stan Potts – Facilitator



Your Hosts Today

Welcome!!!!

- As you enter the conference please feel free to announce your State and your name



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Problems/Solutions



- Stick with sound or web access only
- Sign out and try again (close out your web browser)
- Helpline phone: Helpline 800-442-4614
- Send an email to Stan
 - Stan.potts@dpi.state.wi.us
- Call Stan
 - Stan 715 425 3759

Problems/Solutions

Background Noise



- Please mute your microphone
- Keep the background noise to a minimum
- Cover up your speaker if you are unable to mute
- Please move back from the phone...don't breathe into or near the phone

Background Noise

Suggestions

- Jump in and ask questions
- Please use the e-version for questions
 - Private responses
- If you cannot gain access to the web based program – please do not disrupt the program – Listen via audio
- The entire program is being archived and will be available for two weeks .. Windows Media format both audio and video
- Available in PDF format also

Suggestions

Agenda

- Welcome and Introductions
- Overview of the Presentation
- Theory of Action
- Learning In Deed Policy and Practice Demonstration Project
- Institutionalization of Service-Learning
 - Questions and Comments

Agenda








Agenda

- Stakeholder Analysis
- Strategies
- Developing Vision and Leadership
- Developing Curriculum Instruction and Assessments
- Professional Development
- Community Partnerships
- Continuous Improvement
- Questions – Adjourn – Thanks!

Agenda

How ingrained is SL in your school or school district

Polls are open.

- SL is integrated fully 
- Were Getting Here – More work needs to be done 
- Just one school uses service-learning 
- I am a one teacher show 
- Just getting started 
- Never will happen in our place 
- Don't know don't care 

Your Status



Theory of Action ...

- A developmental process that identifies intervention:
 - Sequence
 - Scope
 - Dosage
- W. K. Kellogg Foundation
 - Resources
 - Leadership
 - Visibility
 - Policy
 - Research

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Theory of Action ...

- Education Commission of the States:
 - Identify *best information*
 - Create *new knowledge*
 - Document *pathways to success*
 - Identify *policy options*
 - Disseminate *strategies*
- Policy and Practice Demonstration
 - Policy
 - Practice
 - Capacity/Infrastructure

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Units of Analysis ...

- Policy, Practice and Capacity:
 - State Level
 - District Level
 - School Level
 - Community Level

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Issues of Analysis ...

- Vision and Leadership
- Curriculum, Instruction and Assessment
- Professional Development
- Community Partnerships
- Continuous Improvement

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Institutionalization Is ...

- A developmental process that occurs during and after the implementation of an innovation
- A way for an innovation to become an accepted way of doing business
- Often frustrating

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Institutionalization Is Not ...

- Just one more thing to do
- An accident or afterthought
- Boring
- Something that happens quickly
- Dependent on one individual

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Obstacles To Institutionalizing Service-Learning

- Status quo within schools and the community about how students learn, how schools operate and community roles in education
- Weak relationships between schools and the community

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Factors That Promote Service-Learning Institutionalization

- Evidence of impact
- Powerful advocate or champion
- Perceived “fit” with local needs and culture
- Bottom-up “grass-roots” acceptance and practice

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What's In It For Students?

- Increases achievement
- Makes learning relevant
- Develops lasting ties to community
- Provides leadership opportunities

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What's In It For Teachers?

- Provides empowerment to create conditions for student success
- Accommodates interdisciplinary instruction

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What's In It For Administrators?

- Creates a climate of collaboration within schools
- Ties schools to the community
- Develops community buy-in to schools
- Demonstrates effective teaching, learning and serving, which leads to academic and civic success

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What's In It For The Community?

- Influence future workforce
- Help students develop a sense of ownership toward their community and ethic responsibility
- Contribute to young people being active, valuable contributors to society
- Provide experiences for students to learn new problem-solving and leadership skills

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What's In It For Policymakers?

- Students become productive, responsible, skilled workers and citizens
- Students gain real-world experiences in career and civic activities
- Addresses multiple student standards
- Realize return on investment

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First Steps To Institutionalizing Service-Learning

- Examine education policies and priorities to determine whether they inhibit or support service-learning
- Make service-learning practice a central part of state, district and school missions, standards and priorities
- Establish a supportive infrastructure for service-learning

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Critical Questions To Ask

- How are service-learning goals integrated into school- and district-level **leadership** structures?
- How is service-learning used as an **instructional strategy** in all subject areas?
- How does **professional development** contribute to expanding support for and participation in service-learning?

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More Critical Questions To Ask

- How are **school-community partnerships** providing a foundation for service-learning relationships among students, schools, parents and community partners?
- Do opportunities exist to **review** service-learning activities and determine how they contribute to the overall goals of a school or districts?

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Requirements For Institutionalizing Service-Learning

- Change to status quo
- Engage community in teaching and learning
- Build long-term partnerships between schools and community-based organizations

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Required System Changes

- Create a service-learning staff position
- Develop supportive policies
- Budget line item, especially hard money
- Tie in with curriculum
- Coordinate professional development
- Establish schedules, routines, procedures
- Manage performance objectives

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Strategies For — Developing Vision and Leadership

- Appoint a **service-learning coordinator** (a district or school administrator) to create long-term service-learning plans
- Appoint **school-site teacher leaders** or coordinators for service-learning activities
- Establish a **school/community committee** comprised of community partners, students, teachers, administrators and university faculty/staff to guide all service-learning activities

Strategies For ? Developing Vision and Leadership



Strategies For — Developing Vision and Leadership

- Require **teacher and administrator commitment** to service-learning
- Include commitment to service-learning in teachers' annual performance evaluation
- Require **regular communication and meetings** between administrators, teachers, parents and community members

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Strategies For — Developing Curriculum, Instruction and Assessments

- Tie service-learning to **state standards**
- Use **mini-grant application** that requires teachers to connect service-learning to standards
- Include service-learning in **3rd-grade** social studies curriculum
- Make service-learning an integral part of the district's comprehensive **assessment system**
- Allow for flexible school day **schedule and transportation** to accommodate service-learning

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Strategies For — Professional Development

- Require all **principals and new staff** to attend service-learning trainings
- Provide **regular opportunities and incentives**, like graduate credits, for staff to participate in service-learning training
- Make service-learning training part of **advanced licensure and increased pay** requirements

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Strategies For — Establishing Community Partnerships

- Allow school and community partners to **develop policies and practices** that govern school-community partnerships
- Create a **formal agreement** that identifies:
 - How each partner will help sustain the partnership
 - Each partners' needs and expectations
- Require community partners to **dedicate staff time** for coordinating service-learning efforts

Strategies For ? Establishing Community Partnerships



Strategies For — Establishing Community Partnerships

- Routinely **survey** all partners and **assess the impact** of partnership activities on students and the community
- **Share** staff development activities and meeting facilities
- Encourage district representatives and community partners to **attend state meetings together**

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Strategies For — Continuous Improvement

- Provide **ongoing skill-improvement and information-sharing opportunities** for service-learning practitioners
- Provide **sufficient work time for teachers** to develop curriculum, share projects, formulate assessments and examine the quality of their efforts
- Give teachers small **stipends** for documenting projects, including student/teacher reflections

Strategies For ?Continuous Improvement



National Center for Learning and Citizenship

The National Center for Learning and Citizenship (NCLC) is a membership organization of chief state school officers, district superintendents and others working to improve student learning by providing students with quality service-learning experiences, and by improving and expanding the use of school volunteers. NCLC is part of the Education Commission of the States, a national compact of states working to improve education policy.

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NCLC Provides —

- Resources (Web site, policy briefs, etc.)
- Meetings
- Policy development
- Technical assistance
- Advocacy
- Leadership
- Networking

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Web Resources

- www.ecs.org/clc
- www.learningindeed.org
- www.servicelearning.org
- www.service-learningpartnership.org
- www.seanetonline.org
- www.rmcdenver.com
- www.learnandserve.org

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Was this session helpful today?

Polls are open.

- Yes the session was very helpful 
- the Session was somewhat helpful 
- Not at all 
- don't really know 
- don't care 
- other 

[Poll B]